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ABSTRACT

In 1991, a study was conducted by Oakland Community College (OCC) in order to evaluate the need for a proposed Sign Language Interpreter program. OCC's study focused on validating and updating findings from a similar research project begun in fall 1989 by Macomb Community College (MCC) in Warren, Michigan. Federal and state legislation, data from the Michigan Occupational Information System, and related programs offered at institutions of higher education in Michigan and Illinois were examined. In order to assess employment prospects in the field, a telephone survey was conducted of two groups of local potential employers: educational institutions within Michigan (n=28); and regional non-educational entities, such as hospitals and governmental agencies (n=42). Study findings included the following: (1) educational institutions, in particular intermediate school districts, provided the major source of full-time employment for interpreters, while most non-educational entities employed part-time or contract interpreters; (2) 18 of the entities surveyed saw no identified need to provide interpreting services to their employees, customers, or clients; (3) interpreters employed by the state of Michigan earned between $19,982 and $29,086 annually, while most other pay scales were based on hourly wages ranging from $8 to $25; (4) three colleges in southeast Michigan provided interpreter training programs, which tended to enroll comparatively small numbers of students at the higher course levels; and (5) estimated equipment costs for an interpreter training program were between $4,000 and $5,000. Appendixes contain MCC's needs assessment study report, survey instruments, and a follow-up memorandum; a list of employers surveyed by OCC; information about the Registry of Interpreters of the Deaf certification categories; and data from a register of certified interpreters in Michigan. (JMC)

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SIGN LANGUAGE INTERPRETER
Needs Assessment

Prepared by:

Office of Institutional Planning & Analysis
Oakland Community College

November 1991

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SIGN LANGUAGE INTERPRETER
NEEDS ASSESSMENT

EXECUTIVE SUMMARY

- Information on the need for a Sign Language Interpreter program at O.C.C. was obtained by validating and updating a Macomb Community College Needs Study conducted in the Fall of 1989.

- Extensive telephone interviews confirm considerable demand in the community for sign language interpreter skills.

- Increased awareness of the needs of the hearing-impaired following the 1990 Americans with Disabilities Act may help to stimulate employment demand.

- Certification is available for interpreters, at a national level, via the Registry of Interpreters for the Deaf and at the state level via Michigan's Q A program.

- Employment opportunities on a full-time basis are available in the field of education. Most non-educational employers use part-time or contract interpreters. Three local non-profit agencies, who supply most of the contract interpreter hours worked, indicate a serious inability to meet the demand for their services.

- Salary scales, outside the field of education, tend to be hourly based, varying with the interpreter's level of certification and the nature of the work required.

- Three colleges in S.E. Michigan provide Interpreter Training Programs. These programs tend to contain comparatively small numbers of students at the higher course levels.

- Estimated equipment costs for an Interpreter Training Program would be in the area of $4,000-$5,000.

OAKLAND COMMUNITY COLLEGE
SIGN LANGUAGE INTERPRETER
NEEDS ASSESSMENT

INTRODUCTION

The purpose of this report is to present information to assist in evaluating the need for a Sign Language Interpreter Program at Oakland Community College. Initiated by Mary Ann McGee, Interim Dean, Academic Services this assessment involved a literature review, including Federal and State legislation, information from the Michigan Occupational Information System (MOIS), an examination of related academic programs in institutions of Higher Education within Michigan and Illinois, and a survey of local employers, both educational and non-educational.

Description of Proposed Program

The Sign Language Interpreter Program would provide the general, technical and professional education necessary for the student who completes the program to obtain employment as a Sign Language Interpreter.

The proposed program, resulting in an Associates degree would consist of 41 credit hours of major requirement, with recommended elective options in the area of the major, for example, Physiology of Hearing Impairment and Field Placement experience. There would be a pre-requisite of 33 hours of American Sign Language courses; this would typically involve approximately two years of study but it would be possible for students to test into the program. General education courses in the areas of English, Effective Communication, Psychology, Sociology, Arts and Science are also, recommended.

The major requirements for the Program would include:

IEP 101 (3) Theories of Interpretation and Transliteration
IEP 102 (3) Language Skills for Interpreters
IEP 103 (2) Interpreter Ethics
IEP 151 (3) English to American Sign Language Interpretation 1
IEP 152 (3) American Sign Language to English Interpretation 1
IEP 153 (3) Receptive and Expressive Transliteration 1
IEP 154 (4) Interpreting/Transliterating Practicum 1
IEP 201 (2) Interpreters in Specialized Settings
IEP 202 (3) Individual Specialized Interpreting
IEP 203 (2) Oral Interpreting
IEP 251 (3) English to American Sign Language Interpreting II
IEP 252 (3) American Sign Language to English Interpreting II
IEP 253 (3) Receptive and Expressive Transliteration II
IEP 254 (4) Interpreting/ Transliterating Practicum II

This program is in accord with criteria suggested by the Michigan Division of Deafness and the widely used curriculum, developed by Vista College, Berkeley, California.

Description of Occupation

A Sign Language Interpreter translates spoken material into sign language (manual communication) for understanding by those individuals who are deaf. The interpreter also interprets sign language into oral or written language for those not familiar with sign language. The interpreter is most likely to work in educational, health or public service situations. The State of Michigan requires certification at a minimum accuracy of 60%. Ability to succeed in such a program requires strong language skills and manual dexterity. *This description is adapted from the U.S. Government Dictionary of Occupational Titles and the MOIS definition.*

Relation of Proposed Program to College Mission

The proposed Sign Language Interpreter Program relates to the College mission in that OCC will maintain a curriculum responsive to the changing educational needs of the residents of the district. The range of learning experiences provided will include theory, practical applications and real life situations (Mission Goal C --Flexible Curriculum). OCC will continue to search for creative, innovative and, when appropriate, risk-taking strategies which will meet the needs of the ethnically, racially and economically diverse populations and institutions within OCC's urban, suburban and rural communities (Goal 2, Objective C --Program Development).

METHODOLOGY

Methods of Data Collection

In the Fall of 1989 Macomb Community College, Department of Research and Evaluation conducted an extensive needs study on a possible Sign Language Interpreter Program, with a follow-up study produced in March 1990. This research was made available to OCC as part of a co-operative research consortium being developed by OCC, Macomb Community College, Schoolcraft College, and Washtenaw Community College. As the scope and focus of the Macomb study paralleled methods used by OCC, research for this report was concentrated upon the updating and validation of the 1989 report. (Appendix A)

An examination of legal requirements was made which determined that Federal law requires that any institution receiving federal funds should provide interpreting services for the hearing-impaired on an "as needed" basis. (Rehabilitation Act of 1973, Education for All Handicapped Children Act 1975, Interpreter Training Act 1978, Americans with Disabilities Act 1989). In addition, the Americans with Disabilities Act, (Public Law 101-336) of July 26th 1990 requires employers to make "reasonable accommodations" for job applicants with disabilities who request them unless such accommodations impose "undue hardship" on the organization. This could include provision of an interpreter.

In order to study employment prospects in the field a group of potential employers were divided into two categories;

1) Educational institutions within the State of Michigan

2) Regional non-educational entities including hospitals, governmental agencies and non-profit organizations.

In the first category a variety of educational institutions were contacted between October 21st and 26th 1991, regarding the nature of their services provided for the hearing-impaired and their actual and potential employment of interpreters. This group included Wayne, Oakland and Macomb Intermediate School Districts and a number of Michigan 4 year colleges, universities and community colleges.

In the second category, 42 employers and potential employers were asked to respond to telephone interviews between October 28th and November 1st 1991. Since many interpreters work on a "free-lance" or contract basis through local agencies, each of the three major agencies in S.E. Michigan was interviewed. In addition, an extensive and detailed review was made of existing Sign Language Interpreter Programs at institutions in Michigan and Illinois. Comparisons of types of programs, staffing and student enrollments were made and other colleges believed to be considering potential programs were contacted.

Methods of Data Analysis

All of the agencies and employers surveyed responded to the telephone survey. The data was analyzed numerically and by content of the verbal responses.

ANALYSIS

Employment

In 1991, according to the State Division on Deafness, there were between 319,000 and 322,000 hearing-impaired persons in Michigan, including between 8,620 and 8,850 deaf individuals. These estimates are based upon U.S. census figures and a population study prepared for the Division in 1989. It is difficult to obtain accurate figures regarding the different categories.

The Registry of Interpreters for the Deaf, the national organization of Sign Language Interpreters, founded in 1972, records 43 nationally certified interpreters in Michigan. These interpreters are qualified, certified, in good standing and recognized by the Division on Deafness. In addition, the Division estimates there are approximately 175 QA 1, QA II, QA III, certified interpreters in Michigan, not all of whom may be currently available for employment.

Neither MOIS nor the Federal Bureau of Labor, Occupational Outlook Quarterly was able to predict growth patterns for the profession, either in Michigan or nationally. Both felt that employment data was insufficient. Researchers at both centers cited the A.D.A. of 1990 and increased awareness of the needs of the hearing-impaired but with current recessionary concerns doubted that the profession would be more than stable in employment levels, in the immediate future. Mary Wright, coordinator of Waubonsee Regional Training Center for interpreters, believes that the best chance for increased employment may be for interpreters, themselves, to develop situations in places, such as hospitals and courts, where contract labor is currently used, into full-time positions.

Educational Employers

Intermediate School Districts

Intermediate School Districts are currently the major source of full-time employment for interpreters. Of the three interviewed, one (Macomb) did not expect to increase its hiring of interpreters within the next 1-5 years, one (Wayne) is looking to hire at the present time and one (Oakland) cited heightened awareness of both needs and the legislation as likely causes of increased future employment. Other trends mentioned influencing possible increased employment were AIDS/drug affected babies, a changing emphasis in Special education towards full-inclusion in home schools. Alternatively, financial constraints, increased technological development, and the feeling that some members of the deaf community prefer to keep their children within the community by sending them to deaf rather than "home" schools were given as possible negative factors.

All the ISDs felt they were able to fill their needs for interpreters but, at times, had experienced considerable delay in doing so and some had difficulty obtaining sufficient substitute interpreters or additional staff for parent meetings and conferences.

There was a low turnover rate reported amongst the Intermediate School Districts; positions opened up usually as a result of additional hiring rather than replacement. This was attributed to the relative shortage of full-time positions available to interpreters.

All Districts saw a need for workshops and additional training programs. Those which exist were said to be often at some distance from the area and there was felt to be a shortage of such courses at the higher skill levels.

Table I
ISD Hearing-Impaired Students/Full-Time Interpreters

Intermediate School Districts	Total Hearing-impaired Students	No. of Full-time Interpreters
Macomb Intermediate	80	6
Oakland Intermediate	320	20
Wayne Intermediate	683	14

School Districts

Four individual school districts, Detroit, Dearborn, Bloomfield Hills and Warren were contacted. These districts act as host districts for the Total Communication Programs for the ISDs. Interpreters are hired by, and are employees of the school districts but the districts are reimbursed by the ISDs. Warren is an exception, it hires interpreters through an agency, which also provides performance evaluations but no benefits. The programs provided by these host districts use flexible scheduling between mainstreaming and self-contained classrooms.

Universities and Four Year Colleges

Six of the nine institutions interviewed provided a Sign Language Interpreter service to a varying degree. Michigan State University has the most extensive service with 12 interpreters working with 9 students for 200 hours per week. Three institutions had no current need but recognized they might in the future. Michigan State University has all its interpreters employed on staff but not full-time, the University of Michigan had one coordinator/interpreter on staff. Three other institutions use contract interpreters from the major agencies, one obtained interpreters from personal contacts. Two of the employers foresaw the possibility of hiring more interpreters within the next 1-5 year period. Others found it difficult to assess future needs without knowing the needs of future students. Four of these employers commented on the difficulty of finding suitably qualified interpreters to work at the times they required them and at appropriate levels, particularly in more technical fields.

Community Colleges

Seven of twelve community colleges interviewed provided interpreters for hearing-impaired students. Wayne, Lansing and Mott each provide 6 interpreters. Four other colleges had not experienced a real need. One college representative commented that the small existing need was supplied by the student personally.

Four colleges employed interpreters on staff but all were part-time employees with reduced or no benefits. Three employers had obtained interpreters as a result of personal contacts; two had also used agencies. Two colleges identified a clear need to increase employment in the next 1-5 year period. One coordinator felt the college would gain students if it could supply a better service.

Table II
Educational Employers

Type of Institution	Total Interpreters	On staff	Contract	Other
-Four Year college or University	33	13	12	8
-Community college	25	20	2	3

Non-Educational Employers

Table III

Of the total 42 employers responding 24 (57.1%) employ Sign Language interpreters in some capacity and to some degree.

Table III
Distribution of Employers Responding

Nature of Business	Number Responding
Private Sector	12
Health Agencies	6
Government Agencies	11
Social Services/Philanthropic Organizations	10
Agencies for the Hearing-impaired	3
Total	42

Table IV
Employers Who Use Sign Language Interpreters

Agency	Full-time	Part-time*	Contract
Private Sector	1	5	1
Health Agencies	0	2	4
Government Agencies	0	0	4
Social Services/ Philanthropic	1	3	1
Agencies for Hearing-Impaired	3	0	3

* *Part-time indicates at least one employee who interprets when called upon. This may be a voluntary function, occurring on an "as needed" basis.*

Eighteen employers saw no identified need to provide interpreting services to their employees, customers or clients at the present time. Additional comments indicate a clearly perceived need from those employers who do already make some provision. It is frequently a random need for services at meetings, training sessions for employees or to deal with customers/clients on an occasional basis. Several employers suggested they would be willing to pay for Sign Language courses for existing employees in order to help this situation and several referred to employees who volunteered to help when called upon.

Agencies for Interpreter Services

The three organizations which act as contracting agencies for interpreters supply the majority of interpreter hours used by non-educational employers in S.E. Michigan. They are non-profit making service organizations and each one reported a serious inability to meet the need for its services. Community Services for the Hearing-impaired requires five additional interpreters immediately and reported that they are hoping to set up a new state-wide agency based on nine regional centers, each employing 1-3 full-time interpreters. This agency and other individuals, working in the field, identified a strong need for interpreter services in the more northerly and outlying areas of Michigan.

Table V
Agencies For Interpreter Services

Agency	Full-time	Part-time	Contract	Hrs/Week
-Deaf Hearing and Speech Center Detroit	1	18	0	400
-Community Services for Hearing-impaired, Pontiac	1	0	25	300
-Social Services for the Hearing-impaired, Flint	4	0	20	150
Totals	6	18	45	850

Employment Benefits

According to MOIS 1991 data, Interpreters for the Deaf employed by the State of Michigan earn between $19,982 and $29,086 annually. However, other pay scales are almost exclusively on an hourly basis, linked to the certification of the interpreter, the time of day and the type of work being requested. The pay scale ranges from $8 per hour to $25 for certified interpreters working in court or medical situations. The three agencies contracting interpreters all commented that despite the serious need most of their interpreters work on a part-time basis, as a second income source or as a second job. The lack of employee benefits contributes to this situation and the stressful nature of the profession, both physically and mentally makes it difficult to work long hours. Travel is often required for contract work and mileage allowances are usual.

R.I.D. and others in the field commented that as the profession is a relatively new one some confusion still exists among lay people as to exact qualifications and credentials. The national organization, itself, lists eight categories of certification (Appendix D) and Michigan provides its own Quality Assurance certification program with three levels of certification.

Table VI
Michigan QA Levels

QA III	Intermediate Skill Level	85% accuracy
QA II	Limited Skill Level	75% accuracy
QA I	Restricted Skill Level	60% accuracy

Public schools are required to make every effort to hire interpreters at QA II level. However, in some situations interpreters may be classed as classroom "aides" and paid accordingly.

Advancement opportunities are limited by the lack of a conventional career structure for the profession. Most interpreters do not have the opportunity to gain responsibilities, job security or benefits. Movement up the pay scale usually requires additional or higher level certification. June Walatkiewicz of Macomb Community College, an interpreter and teacher of sign language commented that after thirteen years in the profession she, personally, had seen no potential career progression and had decided to utilize her skills within a Master's Degree in Social Work.

Career Preparation

There would seem to be a consensus of opinion amongst those expert in the field of Interpreter Training that a four year program is desirable. This typically consists of a pre-requisite two year course of American Sign Language or Sign Language Studies followed by a two year Interpreter Training Program, as proposed at OCC. It is felt that this is necessary to obtain Michigan QA certification or to advance to national certification. Many of those involved in training also emphasize the need for practical experience and understanding of the deaf community.

Each of the major existing programs in Michigan is listed below with a brief description of its curriculum.

Madonna University: Offers a 4 year Bachelor of Arts degree and a 2 year Associate degree in the Sign Language Studies department with three full-time faculty. Of the 149 students taking the course as a major at the first level it is estimated that 2-3% complete the full interpreter's course. Kenneth Rust the department chair, commented that a small class is desirable at the interpreter level

but it can only be maintained because of the large number of students taking the basic sign language courses, many of whom intend to use sign language as part of other career options, such as social work or teaching.

Mott Community College: Has offered a 2 year Associate of Applied Science degree in Interpreter Training since 1978. It has a pre-requisite two semesters of American Sign Language. Lindalee Massoud, the full-time coordinator of the program reported that of 200 students who take the sign language courses slightly less than 12% will continue to the Interpreter training program. Of her 5-6 graduates of the interpreter program this year, she believes half will find work as interpreters; the rest will pursue other courses to widen their qualifications.

Lansing Community College: Offers a 2 year Associate Degree and an Associate in Arts degree within the Communications department with pre-requisite courses in A.S.L. The course is currently being changed to a three year basis, which its director, Brenda Cartwright, believes to be essential. Approximately 300 students enroll in sign language classes but the number is reduced to 20 in two sessions of interpreter training, day and evening. She, also, mentioned that enrolment was declining from a peak of 360 in 1989.

Northwestern College: Offers a 2 year Associate degree program in Applied Science, which is in the process of being accredited. The program consists of one year of A.S.L. and one year of Interpreter Training with 240 hours of internship required. The first ten students of the program to graduate did so this summer. Mary Ann Schneider recorded that of 32 students in sign language 12 continued to the interpreter level program. As a result of the small numbers at this level she has made fund raising efforts to maintain the course. She added that the college has a number of deaf students for whom she personally interprets and there is employment available in the Traverse City area educational system for interpreters.

Two other colleges, Macomb Community College and Delta College, both of whom offer sign language classes expressed interest in a possible co-operative Interpreter Training Program venture. They both felt that classes were too small to justify the individual college investment but believed that a community need existed. Dave Murley of Delta College referred to a needs study carried out for them by Dr. Packwood and Jeannie Laverty which expressed concern about the employment prospects for graduates of a proposed Interpreter Training program.

Interpreter Training Programs appear to be variously located within different departments such as Business and Public Services and Communications. Some concern was expressed that A.S.L. is not generally recognized as a foreign language credit and the programs are rarely linked to that department. The number of training programs, nationally, appears to be declining from a peak of 100 in the 1960s.

Preliminary Cost Estimate

Similar Interpreter Training programs in existence are typically staffed by one full-time coordinator and additional part-time staff. There would appear to be no great equipment costs but it has been suggested by Waubonsee Regional Training Center and by Kenneth Rust of Madonna that a $4,000-$5,000 investment in videotapes and computer software would be desirable.

SUMMARY

Based on this assessment there is a clear and well-documented need for more sign language interpreters in Michigan. Geographically, the need seems particularly strong in outlying and northern areas of the state. Increased awareness of the needs of the hearing-impaired following the implementation of the 1990 Americans with Disabilities Act may open up more employment opportunities. At the present time employment opportunities, outside the field of education, are more available for part-time or contract work. Existing college and university programs are attracting considerably more students at the sign language studies level than at the interpreter training level. It is a demanding profession with a considerable degree of physical and intellectual stress.

APPENDIX A

MACOMB COMMUNITY COLLEGE
NEEDS ASSESSMENT

NEEDS STUDY: SIGN LANGUAGE INTERPRETER PROGRAM

Conducted Fall, 1989

Director of Research Study:
Marilyn Schueneman, Research Analyst
Department of Research & Evaluation
Macomb Community College
Project #89-034
November 30, 1989

EXECUTIVE SUMMARY: NEEDS STUDY FOR A SIGN LANGUAGE INTERPRETER PROGRAM

Information on the need for a Sign Language Interpreter program at Macomb Community College was obtained by interviewing 69 potential employers, including 4-year colleges, community colleges, and intermediate school districts. An interest questionnaire was administered to 176 MCC students in October-November, 1989. Highlights of the results of those surveys are as follows:

--Of the total non-educational employers surveyed, 24 (57.1%) employ sign language interpreters in some capacity.

--4 of 42 non-educational entities surveyed expect to hire interpreters within the next one or five years.

--The three organizations which serve as contracting agents for free-lance interpreters in the metropolitan Detroit area and supply fully 50% of the interpreter hours used by non-educational employers all indicate inability to meet the demand for services.

--7 of 10 colleges and 11 of 14 community colleges are currently providing interpreters for hearing impaired students.

--Several of the colleges surveyed anticipate an increased demand for interpreters based on recent legislation and heightened awareness of the need to provide service to minorities.

--3 of 10 colleges surveyed expect to hire interpreters within he next 1 year or 5 year period.

--The public schools provide the major source of full-time employment for interpreters at the present time. 2 of 3 intermediate school district programs are unable to fill their need for interpreters.

--Of the students surveyed, 46% would be interested in an associate degree in sign language; 65% would take classes for credit, and 77% said sign language skills would enhance their career opportunities.

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NEEDS STUDY FOR A SIGN LANGUAGE INTERPRETER PROGRAM

PURPOSES OF THIS STUDY:

a) to identify potential employers of Sign Language Interpreters in Macomb and surrounding counties;
b) to assess present and future needs for Sign Language Interpreters in a multi-county area;
c) to identify required professional standards and certifications in the field of interpreting;
d) to determine the extent to which current training programs are meeting the demand for interpreters; and
e) to determine the interest of current MCC students in a potential program in Sign Language Interpreting.

METHODOLOGY EMPLOYED:

Federal law requires that any institution receiving federal funds provide interpreting services for the hearing-impaired on an "as-needed" basis. (Rehabilitation Act of 1973; Education for All Handicapped Children Act, 1975; Interpreter Training Act, 1978; Americans with Disabilities Act, 1989) This includes schools, hospitals, governmental agencies, and non-profit organizations. For purposes of this study, employers representative of each category were interviewed. In addition, since many interpreters work on a "free-lance" basis through local agencies, each of the three agencies servicing Southeastern Michigan also was contacted (Appendix A).

Potential employers were divided into two categories: 1) regional, non-educational entities, and 2) educational institutions within the state of Michigan.

In the first category, 42 employers and potential employers of sign language interpreters were contacted and asked to respond to a telephone interview between October 23 and 26, 1989 (Appendix B).

Secondly, a variety of educational institutions was contacted between October 9 and November 3, 1989, regarding the nature of services provided the hearing-impaired, the potential employment of interpreters, and, where applicable, sign language and interpreter training instructional programs in place. Contacted were Wayne, Oakland and Macomb County Intermediate School Districts, and a selected group (n=24) of Michigan four-year colleges, universities and community colleges (Appendices D & E).

Finally, 149 currently enrolled credit students and 27 currently enrolled adult education students completed an interest questionnaire in class between October 9 and 20, 1989 (Appendix G).

Telephone interviews of employers used the following description:

> The proposed Sign Language Interpreter program would be designed to train students with the necessary skills in American Sign Language to enable them to pass state certification exams and to serve as interpreters for the hearing-impaired in educational, business, commercial, and social settings.

RESULTS OF THE SURVEY OF EMPLOYERS

Distribution of Non-Educational Employers Responding to the Survey

Nature of Business	Number Responding
Private Sector	11
Health Agencies	10
Government Agencies	10
Social Service/Philanthropic Agencies	8
Agencies for Hearing-Impaired	3
	42

Of the total non-educational employers surveyed, 24 (57.1%) employ sign language interpreters in some capacity.

Number of Employers Hiring Sign Language Interpreters

Respondent	FT[1]	PT[2]	Contract[3]
Private Sector Businesses	1	2	1
Health Agencies	1	2	2
Government Agencies	1	1	5
Social Service/Philanthropic Agencies	0	0	2
Agencies for Hearing-Impaired	3	1	3
	6	6	13

[1]FT - at least one person is hired exclusively to serve as a sign language interpreter.

[2]PT - a minimum of one employee on the premises who interprets when called upon but may not have a dedicated amount of time each day to that task.

[3]Contract - a free-lance interpreter is hired as needed.

The three organizations which serve as contracting agents for sign language interpreters in the metropolitan Detroit area supply fully 50% of the interpreter hours used by non-educational employers. These agencies reported the following employment figures:

	# EMPLOYED FT	PT	Contr.	Interp. Hrs/Week*
Deaf, Hearing & Speech Center	7	0	15	225
Community Services for Hearing Impaired	1	1	30	75+
Social Services for Hearing Impaired	4	0	15	225
	12	1	60	525+

*estimated

Each organization is a non-profit service agency and each indicated inability to meet the demand for services.

Distribution of Educational Employers Responding to the Survey

Type of Institution	# Contacted
4-Year College or University	10
Community College	14
Intermediate School Districts	3
	27

POST-SECONDARY SCHOOLS

Post-secondary schools were selected on the basis of two criteria: 1) proximity to MCC and 2) catalog listing of sign language classes. Each school was interviewed regarding the number of classes offered, credit transfer, and degree status.

Number of Post-Secondary Schools Offering Sign Language Classes/Degree

Type of Institution	Classes Only	Cert./ Degree	Will Accept Transfer Credit
4-Year College or University	6	1	6
Community College	10	2	9

Additional information was gathered on services provided to the hearing-impaired and the need for sign language interpreters. Several of the schools indicated that there was no record of a request for interpreter service ever having been made. They did not exclude the possibility that some students were bringing their own or had opted not to attend a particular institution because of lack of interpreting assistance.

Number of Post-Secondary Schools Providing Sign Language Interpreters

Type of Institution	Interp. Provided	Interp. On Staff	Contr.	Other
4-Year College or University	7	2	2	3
Community College	11	5	3	3

Number of Interpreters On Staff:

Type of Institution	1-3	4-8	≥9	DK
4-Year College or University	2	0	0	0
Community College	1	2	1	1

INTERMEDIATE SCHOOL DISTRICTS

Generally speaking, the public schools provide the greatest opportunity for full-time employment for sign language interpreters. While the Intermediate School District (ISD) oversees the special services provided to the hearing-impaired, it is the individual K-12 district housing a total communication program which is responsible for the hiring of related instructional and auxiliary staff. The Intermediate School Districts provide state accounting figures and serve as a transfer agent to reimburse the K-12 district. For the purposes of this study, Wayne, Oakland, and Macomb ISDs were contacted (Appendix F).

ISD Hearing-Impaired Programs

The figures given below reflect the two methodologies used in education of the hearing-impaired. The first figure (Total # of Hearing-Impaired) indicates the number of all children receiving assistance of any kind. The second figure (Total Communication) indicates that portion of the total who receive instruction, tutoring, or other assistance incorporating manual communication. Column 3 lists the number of full-time interpreters employed within each district.

School District	Host District	# Total H-Imprd	# Total Commun.	F-T Interp.
Macomb Intermediate	Warren Con.	120	45	0
Oakland Intermediate	Birm./Blmfld.	320	200	17
Wayne Intermediate	Detroit/Drbrn.	720	400	12
		1160	645	29

It should be noted that, in addition to interpreters, special education teachers in all of the programs have at least some knowledge of manual communication. The Detroit Day School for the Deaf, part of the Wayne ISD program, has 19 teachers with sign language skills.

Each district uses some form of Manually Coded English (MCE) in addition to American Sign Language (ASL), with Warren Consolidated using MCE exclusively. The consensus among instructors and interpreters interviewed is that an interpreter fluent in ASL, with its unique syntax and vocabulary, can adapt to MCE, patterned after commonly spoken English.

EMPLOYMENT OUTLOOK

Several of the colleges noted recent legislation and heightened awareness of the need to provide service to minorities, including the hearing-impaired. Additionally, the so-called "Rubella Bulge" (an epidemic of rubella which occasioned a sharp increase in the birthrate of hearing-impaired babies in the late 60s) is now in college. For those reasons they are anticipating an increased demand for interpreters. Oakland and Wayne Intermediate School Districts would be interested in hiring qualified people as soon as they're available. Macomb ISD did not indicate such a need.

Those non-educational entities currently not hiring interpreters on a regu basis saw little or no need for such services and anticipated no future hiring. Governmental, health and contracting agencies anticipate increased need. Contracting agencies all expressed an immediate and urgent need for qualified persons.

The table below indicates the number of employers who anticipate hiring full-time staff interpreters in the future.

Type of Institution	Hire in 1 Yr.	Hire in 5 Yrs.	Not at All	DK/NA
4-Year College or University	3	3	7	0
Community College	1	0	9	4
Intermediate School District	2	2	1	0
Private Sector Business	0	0	6	5
Health Agency	2	0	5	3
Government Agency	2	0	5	3
Social Service/Philanthropic	0	0	4	3
Contractor	1	1	1	0
	11	6	38	18

It should be noted that there are currently only 99 persons in the entire state holding a certification level that would allow them to work in public school or hospital settings. Fifty-one of those are in the five-county area surrounding MCC. An undetermined number of these are available only on a part-time basis. Presently, there are only two persons in the state who have unrestricted certification for judicial procedures.

Salary levels:

Pay scales are almost exclusively on an hourly basis and are determined by the level of certification held by the interpreters (Appendix H). Scales range from $7.50 per hour for "non/certified/qualified" to $25 per hour for interpreters holding a Specialist Certificate: Courtroom.

Sign language coordinators at schools and contracting agencies have indicated that physical and mental stress prevent the average translator from working more than five to six hours per day.

RESULTS OF STUDENT INTEREST SURVEY

Between October 16 and 27, 1989, 176 MCC students were surveyed in classes judged to be the most likely to contain students with a potential interest in a Sign Language Interpreter program.
Whenever possible, advanced sections were surveyed to insure student experience with patient/client interaction. The students were enrolled in the following kinds of courses:

	Number	Percent
Respiratory Therapy	30	17.0%
Human Services	16	9.1%
Early Childhood Care	25	14.2%
Gerontology Care	9	5.1%
Physical Therapist Assistant	14	8.0%
Office Administration	13	7.4%
Sign Language	42	23.9%
Sign Language (PACE)	27	15.3%
	176	100.0%

The following job description (adapted from the U.S. Government Dictionary of Occupational Titles) was used in conducting student interviews:

> A sign language interpreter translates spoken material into sign language (manual communication) for the deaf and interprets sign language of the deaf into written or oral language for those not familiar with sign language. The interpreter is most likely to work in educational, health, or public service situations. The State of Michigan requires certification at a minimum accuracy of 60%. Ability to succeed in such a program requires strong language skills and manual dexterity.

Of the students surveyed, 51.1% had completed 30 or more credit hours at MCC; 33.5% had completed less than 30; and 14.8% had completed no credit hours.

When asked if they would be interested in earning an Associate Degree in Sign Language, 46% responded favorably. Sixty-five percent were interested in taking classes for credit, while 77% felt skills in sign language would enhance their career opportunities.

Area of Interest	Int. in Degree	Classes Only	Enhance Career
Health & Human Service (n 84)	23%	66%	74%
Office Administration (n 13)	15%	62%	31%
Sign Language - Cr. (n 42)	83%	50%	95%
Sign Language - Non-cr. (n 27)	82%	89%	82%
Overall Student Response	46% (n 81)	65% (n 115)	77% (n 136)

OTHER COLLEGES OFFERING PROGRAMS IN THE FIELD

Among other colleges and universities in Michigan, 3 offer certificates or degrees in Sign Language Studies or Sign Language Interpreting. Madonna College offers a 2-year or a 4-year degree; Lansing Community College and Mott Community College offer a certificate or an associate degree.

PROFESSIONAL ORGANIZATIONS AND CERTIFICATION

The Registry of Interpreters for the Deaf (RID), founded in 1972, is the national organization providing the highest levels of certification. The state chapter is MiRID. They offer eight non-sequential levels to meet the requirements of specific situations, each level indicating a specific degree of accuracy in translation.

The State of Michigan, Department of Labor, Division of Deafness, also offers a Quality Assurance certification program under the auspices of the Rehabilitation Act of 1973, the Michigan Handicapper Civil Rights Act of 1976 as amended in 1980, and the Michigan Deaf Persons Interpreters Act of 1982. The DOD offers three levels of certification (Quality Assurance levels):

QA III.....Intermediate skill level.....85% accuracy
QA II.....Limited skill level.....75% accuracy
QA 1.....Restricted skill level.....60% accuracy

State Board of Education Administrative Rules (R340.1793) require public schools to make every effort to hire interpreters at a Quality Assurance (QA) II (Appendix I).

Marilyn Schueneman, Research Analyst
Department of Research & Evaluation
Macomb Community College
Project #89-034
November 30, 1989

APPENDIX A

LIST OF EMPLOYERS AND SCHOOLS SURVEYED

Hospitals:

1. Bi-County Hospital, Warren
2. Children's Hospital, Detroit
3. Harper Hospital, Detroit
4. St. John Hospital, Detroit
5. St. Joseph Hospitals, Mt. Clemens/Clinton Township
6. Sinai Hospital, Detroit

Service Agencies for Hearing Impaired:

7. Community Svcs for Hearing Impaired, Pontiac
8. Deaf Hearing & Speech Center, Detroit
9. Social Services for Hearing Impaired, Flint

Religious and Social Service Organizations:

10. Alcoholics Anonymous, Detroit
11. Baptist State Convention, Livonia
12. Catholic Social Services, Detroit
13. Episcopal Diocese, Detroit
14. Goodwill Agencies, Detroit
15. Jewish Welfare Federation, Detroit
16. Lutheran Church in America, Detroit
17. Salvation Army, Detroit
18. United Methodist Church, Detroit
19. Veterans Hospital, Allen Park

Government Agencies:

20. Detroit Health Department, Detroit
21. Detroit Recreation Dept., Detroit
22. Macomb County Sheriff's Dept., Mt. Clemens
23. Northville Regional Psychiatric Hospital, Northville
24. Shelby Township Senior Center, Shelby Township
25. State of Michigan-Department of Corrections, Lansing
26. U.S. Army Tank Automotive Command, Warren
27. U.S. District Court, Detroit
28. U.S. District Court, Warren
29. U.S. District Court, Sterling Heights
30. U.S. Circuit Court, Macomb

Business:

31. AAA, Dearborn
32. Advance Limosine Service, Dearborn
33. Consumers Power, Royal Oak
34. Detroit Edison, Detroit
35. IBM Corporation, Atlanta, GA
36. Memorial Medical Center, Sterling Heights
37. Michigan Bell, Detroit
38. Michigan Consolidated Gas, Detroit
39. Paramed-Fleet Ambulance Service, Bloomfield Hills
40. Redwood Dental Group, Warren
41. Warren Dental Associates, Warren

42. UAW-BOC, Lansing
43. UAW-CPC, Flint

Education:

44. Macomb Intermediate School District, Mt. Clemens
45. Oakland Intermediate School District, Bloomfield Hills
46. Wayne County Intermediate School District, Detroit

47. Central Michigan University, Mt. Pleasant
48. Eastern Michigan University, Ypsilanti
49. Hope College, Holland
50. Michigan State University, East Lansing
51. Oakland University, Rochester
52. University of Michigan, Ann Arbor
53. University of Michigan, Dearborn
54. University of Michigan, Flint
55. Wayne State University, Detroit

56. Alpena Community College, Alpena
57. Delta College, University Center
58. Gogebic Community College, Ironwood
59. Jackson Community College, Jackson
60. Kalamazoo Valley Community College, Kalamazoo
61. Lansing Community College, Lansing
62. Mid-Michigan Community College, Harrison
63. Mott Community College, Flint
64. Oakland Community College, Pontiac
65. North Central Michigan College, Petoskey
66. St. Clair Community College, St. Clair
67. Schoolcraft Community College, Livonia
68. Washtenaw Community College, Ann Arbor
69. Wayne County Community College, Detroit

APPENDIX B

EMPLOYER SURVEY

SIGN LANGUAGE INTERPRETER STUDY
EMPLOYER
Page 1

Good _____(morning or afternoon), this is _____ from Macomb Community College's Research Department. As part of a proposed Sign Language Interpreter program, MCC is conducting a survey of Southeast Michigan businesses and service agencies to determine the level of service currently being offered the hearing impaired and the demand for sign language interpreters. Can you help me with this by taking a few minutes of your time to answer some questions over the phone? **IF YES, PROCEED. IF NO, ASK IF THEY CAN DIRECT YOU TO SOMEONE ELSE WHO COULD ASSIST. IF YES, TAKE NUMBER AND NAME AND START AGAIN. IF NO, THANK THEM AND GO TO THE NEXT NUMBER.**

PLEASE READ THE FOLLOWING DEFINITION

The proposed Sign Language Interpreter program would be designed to train students with the necessary skills in American Sign Language to enable them to pass state certification exams and to serve as interpreters for the hearing impaired in educational, business, commercial, and social settings.

1. Do you currently have any employees with your firm who are hearing impaired?
   Yes.....1(How many?_____)
   No.....2
   Don't Know.....8
   N/A.....9

2. To the best of your knowledge, does your firm provide service for any hearing-impaired clients, customers or members?
   Yes.....1(GO TO 4)
   No.....2
   Don't Know.....8
   N/A.....9

3. Do you anticipate the need to provide special assistance for hearing impaired members, clients or employees in the future?
   Yes.....1(GO TO 4)
   No.....2(TERMINATE INTERVIEW)
   Don't Know.....8(TERMINATE INTERVIEW)
   N/A.....9(TERMINATE INTERVIEW)

4. Do you currently employ sign language interpreters to assist these hearing impaired members, clients, or employees?
   - Yes.....1
   - No.....2 (GO TO 12)
   - Don't Know.....8 (GO TO 12)
   - N/A.....9 (GO TO 12)

5. How are these interpreter services for the hearing impaired provided?
   - On company payroll.....1
   - Direct contract with interpreter....2
   - Through a contractor.....3 (GO TO 9)
   - By Social Service agency.....4 (GO TO 12)
   - Other.....5 (GO TO 12) (_____)
   - Don't Know.....8 (GO TO 12)
   - N/A.....9 (GO TO 12)

6. Does the person who interprets have responsibilities with your firm in addition to serving as an interpreter?
   - Yes.....1 (_____)
   - No.....2
   - Don't Know.....8
   - N/A.....9

7. On average about how many hours a week does this person work as an interpreter?
   - 1-5.....1
   - 6-10.....2
   - 11-20.....3
   - 21-30.....4
   - 31-40.....5
   - Other.....6 (_____)
   - Don't Know.....8
   - N/A.....9

8. What is the <u>hourly</u> wage of the person who serves as a sign language interpreter for your firm?
   ($_____) (GO TO 12)

9. What contract agency do you hire your interpreter from?
   - Detroit Deaf, Hearing & Speech Center.....1
   - Community Services for Hearing Impaired.....2
   - Social Services for Hearing Impaired.....3
   - Other .....4 (_____)
   - Don't Know.....8
   - No Answer.....9

10. On an average, about how many hours a week do you contract the services of a sign language interpreter?

1-5.....1
6-10.....2
11-20.....3
21-30.....4
31-40.....5
Other.....6 (_____)
Don't Know.....8
N/A.....9

11. Approximately what hourly wage do you pay a contractor for a sign language interpreter?

($_____)

12. Does your firm have any plans to add any of the following to your staff within the next year or the next five years?

		A (1 yr)	B (5 yr)
Certified Sign Language Interpreter	1	_____	_____
Degreed Sign Language Interpreter	2	_____	_____
Employee with limited course work in sign language	3	_____	_____
None of the above	4	_____	_____
Don't Know	8	_____	_____
N/A	9	_____	_____

13. Would training in sign language enable any of your employees to be upgraded?

Yes.....1
No.....2
Don't Know.....8
N/A.....9

14. If MCC implemented the proposed sign language interpreter program, would you consider providing co-op or internship experiences for students?

Yes.....1
No.....2
Don't Know.....8
N/A.....9

15. If Macomb Community College implemented the proposed Sign Language Interpreter Program, would you look to the college as a source for identifying and hiring graduates?
    Yes.....1
    No.....2
    Don't Know.....8
    N/A.....9

16. Would you consider paying tuition for an employee interested in taking courses in sign language?
    Yes.....1
    No.....2
    Don't Know.....8
    N/A.....9

17. Do you have any special concerns, reservations, or candid advice about the need, feasibility or potential of this type of program?

This concludes the questions. Thank you for your help.

MS/10-89
Project #89-034

APPENDIX C

VERBATIM COMMENTS ON Q. 17, EMPLOYER SURVEY

Q. Do you have any special concerns, reservations, or candid advice about the need, feasibility or potential of this type of program?

06 I see no need for a long program to be certified. I would like to see short sessions, 1 or 2 classes, offered in communication skills.

08 TDY equipment is available at our facility.

10 Great need for it.

14 The need is very small.

There is a problem, but we can't seem to reach the people needing help. Would like to receive information on MCC's adult education program.

16 Absolute necessity. Advice: talk to Mott CC and Lansing CC.

There is a need for deaf teachers in this program.

20 Definitely needed.

21 Please send a list of available graduates.

24 There is a need, but not very often.

25 Please provide a list of agencies to contact in case the need arises.

28 We have a TDD available.

35 The TDD has never been used at this location. Someone gave it to us.

37 Very needed. We can't get interpreters, but I also feel it's because we are in a psychiatric setting. No one wants to come.

38 There is a great need for at least a QA 3 Level. We would hire graduates if available.

39 Madonna College already has this. Don't see a need.

40 Hearing impaired seniors come twice a month with their own interpreters and have lunch at this site.

41 I'd like to see it happen. There is considerable interest and need.

It would be great if students could develop skills in "automotive" language.

46 It's vital to screen people coming into this program.

With no previous background, I don't feel students will ever be competent.

47 We would definitely serve as internship site.

SIGN LANGUAGE INTERPRETER STUDY
COMMUNITY COLLEGE
Page 1

Good _____(morning or afternoon), this is _____ from Macomb Community College's Research Department. In response to a proposed Sign Language Interpreter program, MCC is conducting a survey of Michigan community colleges to determine the current status statewide for training of sign language interpreters. Can you help me with this by taking a few minutes of your time to answer a some questions over the phone?

IF YES, PROCEED. IF NO, ASK IF THEY CAN DIRECT YOU TO SOMEONE ELSE WHO COULD ASSIST. IF YES, TAKE NUMBER AND NAME AND START AGAIN. IF NO, THANK THEM AND GO TO THE NEXT NUMBER.

1. Does your college have <u>credit</u> courses in American Sign Language?
   - Yes.....1
   - No.....2 (GO TO 9)
   - Don't Know.....8 (GO TO 9)
   - N/A.....9 (GO TO 9)

2. How many courses do you offer? (_____)

3. Approximately how many students are enrolled in these classes?
   - None.....1
   - 1-50.....2
   - 51-100.....3
   - 101-150.....4
   - 151-200.....5 (ENTER #_____)
   - Over 200.....6
   - Don't know.....8
   - N/A.....9

4. About how long have you offered credit classes in American Sign Language?
   - This is the first semester.....1
   - 1 - 2 years.....2
   - 3 - 5 years.....3
   - 6 -10 years.....4
   - More than 10 years.....5(How many?_____)
   - Don't Know.....8
   - N/A.....9

5. In what department are these classes being taught?

Public Service	1	ROTATE SEQUENCE
Humanities	2	
Foreign Language	3	
Communications	4	
Social Work	5	
Other	6	(_____)
Don't Know	8	
N/A	9	

6. Do you currently have a certificate or associate degree in Interpreter Training?

	Yes	No	DK	NA
Certificate	1	2	8	9
Associate	1	2	8	9

[IF answer is 2,8,or 9, (GO TO 14)

7. Approximately how many students are enrolled in this program?

None	1	
1-10	2	
11-20	3	
21-30	4	
Over 30	5	(How many?_____)
Don't know	8	
N/A	9	

8. About how long has Interpreter Training been in your curriculum?

This is the first semester	1	(GO TO 18)
1 - 2 years	2	"
3 - 5 years	3	"
6 -10 years	4	"
More than 10 years	5	(How many?_____) "
Don't Know	8	"
N/A	9	"

9. Has your college ever taught <u>credit courses</u> in American Sign Language?

Yes	1	
No	2	(GO TO 20)
Don't Know	8	(GO TO 20)
N/A	9	(GO TO 20)

10. Approximately how many students were enrolled in these classes?

1-20	1	
21-40	2	
41-60	3	
61-100	4	
More than 100	5	(How many?_____)
Don't know	8	
N/A	9	

11. For how many years did you offer credit classes in American Sign Language?
    1 - 2 years.....1
    3 - 5 years.....2
    6 -10 years.....3
    More than 10.....4 (How many? _____)
    Don't Know.....8
    N/A.....9

12. In what department were these classes taught?
    Public Service....1 ROTATE SEQUENCE
    Humanities.....2
    Foreign Language..3
    Communications....4
    Social Work.....5
    Other.....6 (_____)
    Don't Know.....8
    N/A.....9

13. To the best of your knowledge, what was the reason for eliminating American Sign Language courses from your curriculum?
    Lack of student interest.....1
    Unable to place students.....2 ROTATE SEQUENCE
    Poor wage scale.....3
    Courses not transferrable.....4
    No qualified faculty.....5
    Other.....6 (_____)
    Don't Know.....8
    N/A.....9

14. Has your college ever had a certificate or associate degree PROGRAM in Interpreter Training?
    Yes.....1
    No.....2 (GO TO 20)
    Don't Know.....8 (GO TO 20)
    N/A.....9 (GO TO 20)

15. Approximately how many students were enrolled in this program?
    None.....1
    1-15.....2
    16-30.....3
    31-45.....4
    46-60.....5
    61-75.....6
    Over 75.....7
    Don't know.....8
    N/A.....9

16. For approximately how long was the Interpreter Training Program part of your curriculum?
    1-2 years.....1
    3-5 years.....2
    6-10 years.....3
    More than 10.....4(How many?_____)
    Don't Know.....8
    N/A.....9

17. To the best of your knowledge, what was the reason for eliminating Interpreter Training from your curriculum?
    Lack of student interest.....1
    Unable to place students.....2
    Poor wage scale.....3
    Courses not transferrable.....4
    No qualified faculty.....5
    Other.....6 (_____)
    Don't Know.....8
    N/A.....9

    ROTATE SEQUENCE

18. Do you accept American Sign Language credits as transfer credit?
    Yes.....1
    No.....2 (GO TO 20)
    Don't Know.....8 (GO TO 20)
    N/A.....9 (GO TO 20)

19. How many credit hours will you accept?
    1 - 6.....1
    6 -12.....2
    More than 12.....3(How many?_____)
    Don't Know.....8
    N/A.....9

20. Is your college currently teaching <u>NON-CREDIT</u> courses in American Sign Language through adult and continuing education?
    Yes.....1
    No.....2 (GO TO 24)
    Don't Know.....8 (GO TO 24)
    N/A.....9 (GO TO 24)

21. How many courses do you offer? (_____)

22. Approximately how many students are enrolled in these classes?
    1-20.....1
    21-40.....2
    41-60.....3
    61-80.....4
    81-100.....5
    Over 100.....6(How many?_____)
    Don't know.....8
    N/A.....9

23. For how many years have you offered NON-CREDIT classes in American Sign Language through adult and continuing education?
    This is the first semester.....1
    1-2 years.....2
    3-4 years.....3
    5-7 years.....4
    8-10 years.....5
    More than 10.....6(How many?_____)
    Don't Know.....8
    N/A.....9
    (SKIP TO 27)

24. Has your college ever taught NON-CREDIT courses in American Sign Language through adult or continuing education?
    Yes.....1
    No.....2(SKIP TO 27)
    Don't Know.....8(SKIP TO 27)
    N/A.....9(SKIP TO 27)

25. Approximately how many students were enrolled in these classes?
    1-20.....1
    21-40.....2
    41-60.....3
    61-80.....4
    81-100.....5
    Over 100.....6(How many?_____)
    Don't know.....8
    N/A.....9

26. For how many years did you offer NON-CREDIT classes in American Sign Language through adult and continuing education?
    1-2 years.....2
    3-4 years.....3
    5-7 years.....4
    8-10 years.....5
    More than 10.....6(How many?_____)
    Don't Know.....8
    N/A.....9

27. Are you aware of any plans by your college to teach American Sign Language for credit within the next year?
    Yes.....1
    No.....2
    Don't Know.....8
    N/A.....9

28. Are you aware of any plans by your college to teach American Sign Language for credit within the next five years?
    Yes.....1
    No.....2
    Don't Know.....8
    N/A.....9

29. To the best of your knowledge, is your college currently providing interpreters for any hearing impaired students?
    Yes.....1
    No.....2 (GO TO 34)
    Don't Know.....8 (GO TO 34)
    N/A.....9 (GO TO 34)

30. About how many students are receiving this assistance?
    1 - 5.....1
    6 -10.....2
    11-20.....3
    Over 20.....4(How many?_____)
    Don't Know.....8
    N/A.....9

31. How many hours a week are interpreters being used for classroom assistance?
    1-3.....1
    4-8.....2
    9-15.....3
    More than 15.....4(How many?_____)
    Don't Know.....8
    N/A.....9

32. How are sign language interpreters hired?
    On college staff.....1 ROTATE SEQUENCE
    Through a contractor.....2 (GO TO 34)
    By Social Service agency.....3 (GO TO 34)
    By Student.....4 (GO TO 34)
    Other.....5 (_____) (GO TO 34)
    Don't Know.....8 (GO TO 34)
    N/A.....9 (GO TO 34)

33. How many interpreters are employed by the college?
    1 - 3.....1
    4 - 8.....2
    9 -12.....3
    Over 12.....4 (How many?_____)
    Don't Know.....8
    N/A.....9

34. Does the college have any plans to add sign language interpreters to the staff within the next year?
    Yes.....1(How many?_____)
    No.....2
    Don't Know.....8
    N/A.....9

35. Does the college have any plans to add sign language interpreters to the staff within the next five years?
    Yes.....1(How many?_____)
    No.....2
    Don't Know.....8
    N/A.....9

This concludes the questions. Thank you for your assistance.

SIGN LANGUAGE INTERPRETER STUDY
COLLEGE AND UNIVERSITY
Page 1

Good _____(morning or afternoon), this is _____ from Macomb Community College's Research Department. In conjunction with a proposed Sign Language Interpreter program, MCC is conducting a survey of Michigan colleges and universities to determine the demand for interpreters for the hearing impaired and the current status of training of sign language interpreters. Can you help me with this by taking a few minutes of your time to answer some questions over the phone?

IF YES, PROCEED. IF NO, ASK IF THEY CAN DIRECT YOU TO SOMEONE ELSE WHO COULD ASSIST. IF YES, TAKE NUMBER AND NAME AND START AGAIN. IF NO, THANK THEM AND GO TO THE NEXT NUMBER.

1. Does your college teach credit courses in American Sign Language?
   Yes.....1
   No.....2 (GO TO 9)
   Don't Know.....8 (GO TO 9)
   N/A.....9 (GO TO 9)

2. How many courses do you offer? (_____)

3. Approximately how many students are enrolled in these classes?
   None.....1
   1-50.....2
   51-100.....3
   101-150.....4
   151-200.....5
   Over 200.....6 (ENTER #_____)
   Don't know.....8
   N/A.....9

4. About how long have you offered credit classes in American Sign Language?
   This is the first semester.....1
   1 - 2 years.....2
   3 - 5 years.....3
   6 -10 years.....4
   More than 10 years.....5(How many?_____)
   Don't Know.....8
   N/A.....9

5. In what department are these classes being taught?

Public Service	1	(ROTATE SEQUENCE)
Humanities	2	
Foreign Language	3	
Communications	4	
Social Work	5	
Other	6	(_____)
Don't Know	8	
N/A	9	

6. Do you currently offer a major or degree in Interpreter Training?

Yes	1	
No	2	(GO TO 14)
Don't Know	8	(GO TO 14)
N/A	9	(GO TO 14)

7. Approximately how many students are enrolled in this program?

None	1	
1-10	2	
11-20	3	
21-30	4	
Over 30	5	(How many?_____)
Don't know	8	
N/A	9	

8. About how long has Interpreter Training been part of your curriculum?

This is the first semester	1	(GO TO 18)
1 - 2 years	2	"
3 - 5 years	3	"
6 -10 years	4	"
More than 10 years	5	(How many?_____)"
Don't Know	8	"
N/A	9	"

9. Has your college ever taught credit courses in American Sign Language?

Yes	1	
No	2	(GO TO 21)
Don't Know	8	(GO TO 21)
N/A	9	(GO TO 21)

10. Approximately how many students were enrolled in these classes?

None	1	
1-20	2	
21-40	3	
41-60	4	
61-100	5	
More than 100	6	(How many?_____)
Don't know	8	
N/A	9	

11. How long did you offer credit classes in American Sign Language?
    1 - 2 years.....1
    3 - 5 years.....2
    6 -10 years.....3
    More than 10.....4(How many? _____)
    Don't Know.....8
    N/A.....9

12. In what department were these classes taught?
    Public Service....1 ROTATE SEQUENCE
    Humanities.....2
    Foreign Language..3
    Communications....4
    Social Work.....5
    Other.....6 (_____)
    Don't Know.....8
    N/A.....9

13. To the best of your knowledge, what was the reason for eliminating <u>American Sign Language courses</u> from your curriculum?
    Lack of student interest.....1
    Unable to place students.....2 ROTATE SEQUENCE
    Poor wage scale.....3
    Courses not transferrable.....4
    No qualified faculty.....5
    Other.....6 (_____)
    Don't Know.....8
    N/A.....9

14. Has your college ever had a major or degree program in Interpreter Training?
    Yes.....1
    No.....2 (GO TO 21)
    Don't Know.....8 (GO TO 21)
    N/A.....9 (GO TO 21)

15. Approximately how many students were enrolled in this program?
    None.....1
    1-15.....2
    16-30.....3
    31-45.....4
    46-60.....5
    61-75.....6
    Over 75.....7
    Don't know.....8
    N/A.....9

16. For approximately how long was the Interpreter Training Program part of your curriculum?
    1-2 years.....1
    3-5 years.....2
    6-10 years.....3
    More than 10.....4(How many?_____)
    Don't Know.....8
    N/A.....9

17. To the best of your knowledge, what was the reason for eliminating Interpreter Training from your curriculum?

ROTATE SEQUENCE

Lack of student interest.....1
Unable to place students.....2
Poor wage scale.....3
Courses not transferrable.....4
No qualified faculty.....5
Other.....6 (_____)
Don't Know.....8
N/A.....9

18. Do you accept American Sign Language credits as transfer credit?

Yes.....1
No.....2 (GO TO 21)
Don't Know.....8 (GO TO 21)
N/A.....9 (GO TO 21)

19. How many credit hours will you accept?

1 - 6.....1
6 -12.....2
More than 12.....3(How many?_____)
Don't Know.....8
N/A.....9

20. In what department are these accepted?

Foreign Language..1
Communication.....2
Humanities.....3
Other.....4 (_____)
Don't Know.....8
N/A.....9

21. To the best of your knowledge, is your college currently providing interpreters for any hearing impaired students?

Yes.....1
No.....2 (GO TO 26)
Don't Know.....8 (GO TO 26)
N/A.....9 (GO TO 26)

22. About how many students are receiving this assistance?

1 - 5.....1
6 -10.....2
11-20.....3
Over 20.....4(How many?_____)
Don't Know.....8
N/A.....9

23. How many hours a week are interpreters being used for classroom assistance?

1-3.....1
4-8.....2
9-15.....3
More than 15.....4(How many?_____)
Don't Know.....8
N/A.....9

24. How are sign language interpreters hired?

On college staff	1	ROTATE SEQUENCE
Through a contractor	2	(GO TO 26)
By Social Service agency	3	(GO TO 26)
By Student	4	(GO TO 26)
Other	5	(_____) (GO TO 26)
Don't Know	8	(GO TO 26)
N/A	9	(GO TO 26)

25. How many interpreters are employed by the college?

1 - 3	1
4 - 8	2
9 -12	3
Over 12	4
Don't Know	8
N/A	9

26. Does the college have any plans to add sign language interpreters to the staff within the next year?

Yes	1	(How many?_____)
No	2	
Don't Know	8	
N/A	9	

27. Does the college have any plans to add sign language interpreters to the staff within the next five years?

Yes	1	(How many?_____)
No	2	
Don't Know	8	
N/A	9	

28. Does American Sign Language meet a foreign language requirement for any department or college in your institution?

Yes	1	IF YES -
No	2	(Dep't_____)
Don't Know	8	
N/A	9	(College_____)

That concludes the questions. Thank you very much for your help.

79-034

APPENDIX F

SIGN LANGUAGE INTERPRETER STUDY
INTERMEDIATE SCHOOL DISTRICTS
Page 1

Good _____(morning or afternoon), this is _____ from Macomb Community College's Research Department. In conjunction with a proposed Sign Language Interpreter program, MCC is conducting a survey of public school districts in the county to determine to what degree they employ trained sign language interpreters. Can you help me with this by taking a few minutes of your time to answer a few questions over the phone?

1. Approximately how many hearing impaired students are currently enrolled in your district?
   (How many?_____)

2. How many are fully mainstreamed?
   (How many?_____)

3. How many are assigned to a Resource Room?
   (How many?_____)

4. How many are in self-contained classrooms?
   (How many?_____)

5. Do any hearing-impaired students have sign language interpreters assisting them in the classroom?
   Yes.....1
   No.....2 (Skip to 7)
   Don't Know.....8 (Skip to 7)
   N/A.....9 (Skip to 7)

6. How are these interpreters paid
   By the school district.....1
   By the ISD.....2
   By the student.....3
   by an outside agency.....4
   Other.....5

7. Are any tutorial services provided for hearing impaired students by the district?
   Yes.....1
   No.....2 (Skip to 9)
   Don't Know.....8 (Skip to 9)
   N/A.....9 (Skip to 9)

8. How are these services provided?
   Teacher consultant.....1
   Teacher Aide.....2
   Other .....5 (_____)
   Don't Know.....8
   N/A.....9

9. From what agency or firm are interpreters hired?
   Detroit Deaf, Hearing & Speech Center.....1
   Community Services for Hearing Impaired.....2
   Social Services for Hearing Impaired.....3
   Other .....4(_____)
   Don't Know.....8
   N/A.....9

10. To the best of your knowledge, how many current staff members or faculty are trained in sign language?
   (How many?_____)

11. Would training in sign language enable any employees to upgrade their current positions?
   Yes.....1
   No.....2
   Don't Know.....8
   N/A.....9

12. Do you expect to hire any sign language interpreters within the next five years?
   Yes.....1
   No.....2
   Don't Know.....8
   N/A.....9

13. Do you expect to hire any sign language interpreters within the next year?
   Yes.....1
   No.....2
   Don't Know.....8
   N/A.....9

14. Do you have any special concerns, reservations, or candid advice about the need, feasibility or potential of this type of program?

That concludes the questions. Thank you very much for your help.

#89-034
MS-10/89

APPENDIX G

MCC STUDENT INTEREST SURVEY
SIGN LANGUAGE INTERPRETER STUDY
OCTOBER, 1989

This survey is being conducted as part of a study to determine whether MCC should establish a program leading to an associate degree as a Sign Language Interpreter. A minimum of four semesters of study would be required to complete this program and achieve state certification.

A Sign Language Interpreter translates spoken material into sign language (manual communication) for the deaf and interprets sign language of the deaf into written or oral language for those not familiar with sign language. The interpreter is most likely to work in educational, health, or public service situations. The State of Michigan requires certification at a minimum accuracy of 60%. Ability to succeed in such a program requires strong language skills and manual dexterity.

Would you please help us determine the interest in such a program by answering the following questions? When you are finished, return the survey to your professor.

Thank you for your time and assistance.

Marilyn Schueneman
Project Director

Research and Evaluation
Project #89-034

MCC STUDENT INTEREST SURVEY
SIGN LANGUAGE INTERPRETER STUDY
OCTOBER, 1989

1. Course being surveyed in _____

2. What is your gender?

Male_____

Female_____

3. How many non-credit classes have you taken at MCC?

None_____

1 - 3_____

4 - 8_____

More than 8_____

4. How many hours of credit have you earned at MCC?

None_____

Less than 30_____

30 or more _____

5. Check all degrees which you currently hold.

Certificate....._____
Associate Degree..._____
Bachelor's Degree.._____
Master's Degree...._____
Doctorate....._____
Other....._____
None....._____

6. Please specify what program or area of interest you are currently pursuing at MCC:

Associate of Applied Science....._____
Associate of Arts....._____
Associate of General Studies....._____
Other....._____
Don't Know....._____
None....._____

7. Check the highest educational level you plan to reach in the next 5 years.

Certificate....._____
Associate Degree..._____
Bachelor's Degree.._____
Master's Degree...._____
Doctorate....._____
Other....._____
Don't Know....._____
None....._____

(over please)

8. Would you be interested in obtaining an Associate Degree in Sign Language Interpreting?

Yes._____
No._____
DK._____

9. Would you be interested in limited course work for credit in Sign Language?

Yes._____
No._____
DK._____

10. Would knowledge of Sign Language complement your present program or enhance your career opportunities?

Yes._____
No._____
DK._____

11. Would you be interested in taking a credit course in Sign Language as an elective or to support a personal interest?

Yes._____
No._____
DK._____

12. Do you know anyone who uses Sign Language?

Yes._____
No._____

13. Have you yourself ever used Sign Language?

Yes._____
No._____

14. Have you ever taken any instruction in Sign Language?

Yes._____
No._____

APPENDIX H

NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF
CERTIFICATION DEFINITIONS

Listed in order of highest competency level achievable

NATIONAL SIGN LANGUAGE CERTIFICATION

1. Masters Comprehensive Skills Certificate (MCSC) Awarded to an interpreter/transliterator who has held a CSC for at least four years and has met the standards of a CSC at a higher competency rate.

2. Specialist Certificate: Legal (SC:L) Awarded to an interpreter/transliterator who possesses a CSC for at least three years plus specialized skills to qualify for standards for interpreting and transliterating in a variety of legal settings and comprehension of both English and signed legal terminology.

3. Comprehensive Skills Certificate (CSC) Ability to interpret and transliterate using either a manual code for English or American Sign Language in an interpreting or transliterating situation, utilizing the preferred communication mode of the hearing impaired individual. Effective facilitation of communication between hearing and hearing impaired individuals includes the ability to render manually, orally or through writing a hearing impaired person's message.

4. Reverse Skills Certificate (RSC) * Ability to convey a message from American Sign Language or a manual code for English into appropriate English either signed or spoken. (Intermediary Interpreter).

5. Interpretation Certificate (IC) Ability to convey a message from spoken English into appropriate or acceptable American Sign Language or ASL-like signing for interpretation. Also includes the ability to interpret manually or orally from American Sign Language to English a hearing impaired person's message.

6. Transliteration Certificate (TC) Ability to convey a message from spoken English into a manual code for English for transliteration. Also includes the ability to transliterate manually or orally from a manual code for English to English a hearing impairedperson's message.

* The majority of RSC interpreters are deaf or hearing impaired.

NATIONAL ORAL INTERPRETING CERTIFICATION

1. Oral Interpreter Certification: Comprehensive (OIC) Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements for hearing impaired persons. Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of the third person.

2 Oral Interpreter Certificate: Spoken to Visible (OIC:S/V) Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements for hearing impaired persons. Possesses limited or minimal ability in understanding the speech and/or mouth movements of a hearing impaired person to repeat the message exactly or in essence for the benefit of the third person.

3. Oral Interpreter Certificate: Visible to Spoken (OIC:V/S) Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of the third person.

governmental agency as a condition of practicing their profession, certified by a legally recognized professional board or association as an indication of adequate preparation and training, or recommended by a college or university offering an appropriate training program as approved by the state board of education.

R340.1793 Paraprofessional personnel; qualifications.

Rule 93.(1) Paraprofessional personnel employed in special education programs shall be qualified pursuant to requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for severely mentally and severely multiply impaired.

(2) An interpreter for the deaf shall be any of the following:

(a) A certified interpreter as defined in Act No. 204 of the Public Acts of 1982, being §393.501 et seq. of the Michigan Complied Laws, and known as the deaf persons' interpreters act.

(b) A qualified interpreter as defined in Act No.204 of the Public Acts of 1982, being §393.501 et seq. of the Michigan Complied Laws, and known as the deaf persons' interpreters act who has been approved at quality assurance level II or III.

(c) A high school graduate, or equivalent, with advanced training in a community college or degree-granting institution whose training program has been approved by the department.

R340.1794 Instructional aides; qualifications.

Rule 94. An instructional aide employed in programs for the severely multiply impaired, the severely mentally impaired and the trainable mentally impaired shall meet either of the following qualifications:

(a) Be a high school graduate, or equivalent, with a minimum of 2 years of successful experience as an aide in a day care training program or a trainable classroom, or equivalent experience, and be recommended by an administrator who has supervised the work of the aide for at least 1 year.

(b) Be a high school graduate, or equivalent, with advance training in a community college or degree-granting institutions whose special education instructional aide training program has been approved by the department.

R340.1795 Teachers of the preprimary age impaired; special requirements.

Rule 95.(1) A fully approved teacher of preprimary age students, in addition to meeting the specific requirements set forth in R 340.1782, shall possess either of the following:

(a) A major or minor in early childhood education or child growth and development, as recommended by an approved university.

(b) The early childhood endorsement on the teaching certificate.

(2) Certified staff who have been assigned to a program for preprimary age children pursuant to R 340.1738 to R 340.1744, R 340.1747 and R 340.1748, R 340.1756, and R 340.1758 within 3 years prior to the time this rule became effective shall have full approval.

R340.1796 Teachers of the speech and language impaired; special requirements.

Rule 96. (1) A teacher of the speech and language impaired shall meet all of the following requirements:

(a) An earned master's degree in speech and language pathology.

APPENDIX B

MACOMB COMMUNITY COLLEGE
NEEDS ASSESSMENT FOLLOW-UP STUDY

Memorandum

Macomb Community College

TO . Arthur Kingsbury, Associate Dean

FROM . Marilyn Schueneman, Research Analyst

SUBJECT . Sign Language Need Study Follow-up

DATE . March 8, 1990

Pursuant to your request, I have contacted Waubonsee Community College (enrollment: 5000), Sugar Grove, IL, regarding associate degree/ certificate Interpreter Training programs. Waubonsee currently holds the Interpreter Training Grant, Region V: Illinois, Michigan, Ohio and Indiana. (Wisconsin and Minnesota will probably be added next year.

I spoke with both Donna Vodar of the Instructional staff and Mary Wright, Director of the Interpreter Training Project.

Waubonsee has had an Interpreter Training Program since 1976 when it was approved by the Illinois Community College Board upon petition by the college. It was instituted at that time as a result of a severe shortage of interpreters for the college's pre-existing program for the hearing-impaired. State funding was provided to establish the program, but is no longer in place. Ms. Wright indicated that the program is not self-sustaining.

The pre-existing program for the hearing-impaired noted above continues to exist with 75 hearing-impaired students enrolled and dorm facilities provided. Ms. Wright indicated a very large deaf population in the area surrounding the college (Aurora/Cain County). She was uncertain whether the population existed before the establishment of the hearing-impaired program at Waubonsee, but she feels it has grown and been helped as a result of Waubonsee's work.

The Interpreter Training Program at Waubonsee is housed in the academic area under the Dean of Education. Credits for Sign Language are accepted at the University of Illinois and Northern Illinois University.

The college offers both a certificate and a degree program, as well as sign language classes through Adult Education. The first year is a heavy concentration on sign language skills only. At the conclusion of that year a student may be granted a certificate in sign language and will probably feel comfortable with communication skills for personal use and incidental use in a work situation. Typically, approximately 100 students enroll in the first year.

The second year concentrates on Interpreter Training. The enrollment at this point is typically 12-15 students, though this past year 20 students completed the program, with 18 employed in the field.

Both Ms. Wright and Ms. Vodar indicated that these graduates are generally employed in education or self-employed, commonly on a part-time basis, and receive a total wage/benefit package (when benefits are available) of $8-15/hour. (In most cases this cannot be extrapolated into an annual wage because of the part-time nature of the positions.) She indicated that the hearing impaired in Illinois are served by large, cross-district programs, all of which include manual communication (citing Hinsdale which serves DuPage County and Western Cook County and South Metropolitan which serves the south suburban area).

Since Illinois has no state-enforced certification for Sign Language Interpreters at the present time, graduates are not required to pass a certification examination before employment. The goal toward which they work is RID certification, which neither Ms.' Vodar nor Wright felt could be achieved without several years' work in the field. (There is currently a bill before the Illinois State Legislature that would establish licensure of Sign Language Interpreters.)

Waubonsee is the only school in Northern Illinois offering a full-time degree program in this field. Harper College in Palatine (also suburban Chicago) offers an evening-only certificate program, and John A. Logan College in Southern Illinois offers a program. There are no Interpreter Training Programs in Central Illinois or in Indiana. Ms. Wright is aware of interest in developing Interpreter Training Programs at both Western Michigan University and Grand Rapids Junior College. She noted that there were currently 15 certificate/associate degree programs in Region V and 5 bachelor degree programs in the country, including Madonna.

Ms. Wright notes that there is a large demand in the Chicago area for interpreter skills. She also notes a serious need in Indiana and Western Michigan. (One can infer that Waubonsee and Harper and their students are likely to be called upon to help fill those needs because of their proximity to the areas - as well as to the unserved Central Illinois region. Again, these are unlikely to be full-time jobs.)

Ms. Wright addressed several of the dilemmas facing people in the field which were noted in the Research and Evaluation Needs Study previously submitted to your office. She noted the difficulty in obtaining accurate counts of the numbers of hearing impaired. (In submitting their application for grant renewal this past month, the Dean used the estimates found in the 1980 U.S. census.) She also noted the serious shortage of interpreters expressed by those working with the hearing-impaired as well as the apparent unwillingness of employers to hire full-time interpreters. The Illinois Department of Rehabilitation, as an example, hires interpreters only on a contract basis. The Department of Mental Health now has 2 interpreters on staff, but only after several years of effort on Ms. Wright's part. She also noted that those who work as free-lance interpreters must be available nights, week ends, and be ready to drive significant distances.

I queried Ms. Wright as to her opinions on two matters. On the question of how such programs get started, she indicated that most commonly Interpreter Training Programs were established in schools

which were already offering significant services to the hearing-impaired, or, in a few cases, where a strong and sophisticated lobby of the hearing-impaired existed in the community and made their demands felt through other means. Secondly, I asked her opinion on the advisability of beginning another program in Michigan. She again noted the serious need for interpreters in out-state Michigan, but was not able to give an opinion on our area.

She strongly recommended Kenneth Rust from Madonna as being a well qualified and experienced advisor for schools interested in setting up a program in Interpreter Training.

For your information, I have also attached a bibliography of materials used in developing and implementing the Needs Study on the Proposed Sign Language Interpreter Program.

attachment

cc: J. Blanzy
J. Krnacik
S. Petros
J. Sucher

APPENDIX C

LIST OF EMPLOYERS SURVEYED

Appendix C

List of Employers and Schools Surveyed

Hospitals
1. Bi-County Hospital, Warren
2. Children's Hospital, Detroit
3. Harper Hospital, Detroit
4. St. John Hospital, Detroit
5. St. Joseph Hospitals, Mt. Clemens/Clinton Township
6. Sinai Hospital, Detroit

Service Agencies for the Hearing Impaired
7. Community Services for Hearing Impaired, Pontiac
8. Deaf Hearing and Speech Center, Detroit
9. Social Services for Hearing Impaired, Flint

Religious and Social Service Organizations:
10. Alcoholics Anonymous, Detroit
11. Baptist State Convention, Livonia
12. Catholic Social Services, Detroit
13. Episcopal Diocese, Detroit
14. Goodwill Agencies, Detroit
15. Jewish Welfare Federation
16. Lutheran Church in America
17. Salvation Army, Detroit
18. United Methodist Church, Detroit
19. Veterans Hospital, Allen Park

Government Agencies:
20. Detroit Health Department, Detroit
21. Detroit Recreation Department, Detroit
22. Macomb County Sheriff's Dept., Mt. Clemens
23. Northville Regional Psychiatric Hospital
24. Shelby Township Senior Center, Shelby Township
25. State of Michigan-Department of Corrections, Lansing
26. U.S. Army Tank Automotive Command, Warren
27. U.S. District Court, Detroit
28. U.S. District Court, Warren
29. U.S. District Court, Sterling Heights
30. U.S. District Court, Macomb

Business:
31. AAA, Dearborn
32. Advance Limosine Service, Dearborn

33. Consumers Power, Royal Oak
34. Detroit Edison, Detroit
35. Memorial Medical Center, Sterling Heights
36. Michigan Bell, Detroit
37. Michigan Consolidated Gas, Detroit
38. Paramed-Fleet Ambulance Service, Bloomfield Hills
39. Redwood Dental Group, Warren
40. Warren Dental Associates, Warren
41. UAW-BOC, Lansing
42. UAW-CPC, Flint

Education:
43. Macomb Intermediate School District, Mt Clemens
44. Oakland Intermediate School District, Bloomfield Hills
45. Wayne County Intermediate School District, Detroit

46. Central Michigan University, Mt. Pleasant
47. Eastern Michigan University, Ypsilanti
48. Hope College, Holland
49. Michigan State University, East Lansing
50. Oakland University, Rochester
51. University of Michigan, Ann Arbor
52. University of Michigan, Dearborn
53. University of Michigan, Flint
54. Wayne State University, Detroit

55. Alpena Community College, Alpena
56. Delta College, Saginaw
57. Gogebic Community College, Ironwood
58. Jackson Community College, Jackson
59. Kalamazoo Valley Community College, Kalamazoo
60. Lansing Community College, Lansing
61. Mid-Michigan Community College, Harrison
62. Mott Community College, Flint
63. North Central Michigan College, Petoskey
64. St. Clair Community College, St. Clair
65. Schoolcraft Community College, Livonia
66. Washtenaw Community College, Ann Arbor
67. Wayne Community College, Detroit

APPENDIX D

R.I.D. CERTIFICATION CATEGORIES

RID The Registry of Interpreters for the Deaf, Inc. National Office

8719 Colesville Road, Suite 310, Silver Spring, Maryland 20910 (301) 608-0050 (V/TTY)

What is RID certification and why should I consider it?

RID is a membership organization of some 4,000 members, who include professional interpreters and transliterators, interpreter/transliterator educators, students, deaf and hard-of-hearing persons and professionals in related fields. Among its objectives, RID seeks to produce, maintain and distribute a national membership directory, and to provide public information regarding interpreting and transliterating.

One of the first formal tasks which RID set out for itself in 1964 was the design and implementation of a national certification system to test the skills, ethics and professional behavior of interpreters. Since 1972, this national "performance-based" evaluation has been used to certify sign language interpreters.

In 1988, RID began offering two types of certification, under a new testing system, both of which are full, independent, generalist certificates:

> **Certificate of Interpretation (CI):** ability to interpret between American Sign Language and spoken English in both sign-to-voice and voice-to-sign.
>
> **Certificate of Transliteration (CT):** ability to transliterate between signed English and spoken English in both sign-to-voice and voice-to-sign.

The evaluation is made up of two parts: a written test and performance tests. The written test consists of an ethical standards portion and a knowledge portion. The performance tests are separate for each of the two types of certification described above. The materials represent actual interpreting situations, which were selected based upon surveys taken of certified members at conventions in 1980, 1985 and 1987.

Prior to 1988, RID awarded two full certificates:

> **Comprehensive Skills Certificate (CSC):** ability to interpret between American Sign Language and English and to transliterate between spoken English and a signed code for English.
>
> **Reverse Skills Certificate (RSC):** ability to interpret between American Sign Language and English or transliterate between English and a signed code for English; the interpreter is deaf or hard of hearing, and interpretation/transliteration is rendered in American Sign Language, spoken English, a signed code for English or written English.

RID also offered two types of partial certification during that time:

> **Transliteration Certificate (TC):** ability to transliterate between spoken English and a signed code for English.
>
> **Interpretation Certificate (IC):** ability to interpret between American Sign Language and spoken English.

Between 1975 and 1988, two specialist certificates were available to interpreters who held either a CSC or an RSC. These specialist certificates indicate that the holder has completed specialized training and has demonstrated a satisfactory level or performance in the specific area tested.

> **Specialist Certificate: Legal (SC:L)**
> **Specialist Certificate: Performing Arts (SC:PA)**

Three certificates were granted in interpreting for oral deaf persons from 1979 to the mid-eighties:

Oral Interpreter Certificate: Spoken-to-Visible (OIC: S/V): ability to paraphrase and transliterate a spoken message from a hearing person to a deaf or hard-of-hearing person.

Oral Interpreter Certificate: Visible-to-Spoken (OIC:V/S): ability to understand the speech and silent mouth movements of a deaf or hard-of-hearing person, and to repeat the message for a hearing person.

Oral Interpreter Certificate: Comprehensive (OIC:C): ability to paraphrase and transliterate a spoken message from a hearing person to a deaf or hard-of-hearing person, and the ability to understand the speech and the intent of the speech and silent mouth movements of the deaf or hard of hearing person.

The following certificates are no longer being awarded under the new testing system, but are valid as long as the interpreter holds a current RID membership card: CSC, RSC, TC, IC, SC:L, SC:PA, OIC:S/V, OIC: V/S, and OIC:C.

All certificates are an indication that the interpreter/transliterator was assessed by a group of professional peers and demonstrated a satisfactory level of performance. Certificates are valid as long as the interpreter holds a current RID membership card. RID certification is recognized nationally and is based on tests of proven reliability and validity.

APPENDIX E

DIVISION ON DEAFNESS REGISTER OF INTERPRETERS IN MICHIGAN

REGIONAL LISTING OF QUALIFIED INTERPRETERS
MARCH, 1991

MIRID Region I

Special Certificate: Legal	1	
Masters CSC	1	(same person as SC:L)
Comprehensive Skills Certificate	9	
Cert. of Interp/Cert. of Trans.	1	(the 'new' CSC)
Interp. Cert/Translit. Cert.	5	
QA III (Intermediate)	17	
QA II (Limited)	13	
QA I (Beginning)	21	

MIRID Region II

Comprehensive Skills Certificate	8	
Certificate of Transliteration (new)	1	
Reverse Skills Certification	1	
Cert. of Interp/Cert. of Trans.	1	(the 'new' CSC)
Transliteration Cert.	1	
Interp. Cert/Translit. Cert.	2	
QA III (Intermediate)	13	
QA II (Limited)	12	
QA I (Beginning)	8	

MIRID Region III

Specialist Certification:Legal	1	
Comprehensive Skills Certificate	7	(includes person with SC:L)
Cert. of Interp/Cert. of Trans.	2	
Transliteration Certification	3	
QA III (Intermediate)	6	
QA II (Limited)	10	
QA I (Beginning)	21	

MIRID Region IV

Comprehensive Skills Certificate	1	
Reverse Skills Certificate	1	
QA III (Intermediate)	3	
QA II (Limited)	5	
QA I (Beginning)	6	

REFERENCES

Division on Deafness, Lansing
Maureen Wallace, State Interpreter

The Registry of Interpreters for the Deaf, Inc.
8714 Colesville Rd. Suite 310, Silver Spring, Maryland 20910

Dr. A. Kingsbury, Dean of the Business School, Macomb Community College
June Walatkitwicz, Sign Language instructor

Waubonsee Regional Interpreter Training center,
Mary Wright, Co-ordinator

Lansing Community College,
Brenda Cartwright, Co-ordinator

Mott Community College,
Lindalee Massoud, Co-ordinator

Madonna University,
Kenneth Rust, Chair of Department of Sign Language Studies

Donna Reiter-Brandwein
President, Conference of Interpreter Training

Doris Gutierrez
Member of Advisory Board for Waubonsee Regional Training Center

Linda Champion,
Macomb County Library Services for the Blind and Handicapped

Lahser High School

Detroit Public Schools,
Doris Haskins

Dearborn Public Schools,
Dr. K. Gaby

Warren Consolidated Schools,
Jim Heckwith, Director of Special Education

ERIC Clearinghouse for
Junior Colleges

JUL 17 1992